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AUTHOR Hillman, Aaron W.
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ABSTRACT

A nine-week course was developed to teach philosophy in its literary contexts while developing students' verbal skills and independent learning abilities. The teaching guide, which emphasizes individualized instruction, contains a general course outline, memoranda for students and teachers concerning the nature of the course, and an outline of activities for every class meeting. Appendixes provide notes on experiences, teaching techniques, outlines of verbal exercises, materials for examination/evaluation, and materials for conducting critiques of the course, the teacher, the class, and the student. (RI)

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ENGLISH: THAT'S WHAT YOU THINK

(A Course in Literature, Philosophy, and Verbal Skills)

By

Aaron W. Hillman

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Thesis: It is not wisdom to be only wise, but to have wisdom and to be wise is man's distinction

Confluent Education Development and Research Center
PO Box 30128
Santa Barbara, California, 93105

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QUARTER COURSE OUTLINE NO. 5

ENGLISH: THAT'S WHAT YOU THINK

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QUARTER COURSE OUTLINE
Confluent Education

COURSE
English: Literature: That's What You Think (A course in Literature, Philosophy, and Verbal Skills).

PRIMARY TEXT FOR BACKGROUND
Cameron Thompson, Philosophy and Literature, (Harcourt, Brace and World, Inc., 1969).

DESCRIPTION
Would you believe that your ideas and thoughts are philosophy? They are. Would you like to see how your ideas and thoughts compare with others? You can. Would you believe this is an introduction to a course that will compare your ideas and thoughts with other great minds of the world? It is. No piece of writing exists that does not have a philosophical base and does not espouse a particular philosophical viewpoint. Understanding what we read and applying it to life requires that we understand the nature and uses of philosophy. This course will explore the philosophers, the writers, their philosophies, and how they have been incorporated into literature and used by man for his own purposes.

GOALS AND OBJECTIVES
1. Learning about the great philosophers, and interpretations based upon the philosophical view of man.
2. Stimulation of the imagination as a roadway to insight and creativity.
3. Greater capacity to accept responsibility for one's own choices, behavior, and feelings, and to accept responsibility for doing something about things when they are unsatisfactory.
4. How literature and philosophy are applied to the individual's existence.
5. Understanding the connections between literature and philosophy.
6. To develop skills for increased learning readiness and more effective communication.
7. Improving reading, writing, speaking, and thinking ability with special emphasis on verbal skills.
8. Increased motivation and response to learning situations.
9. Understanding how literature interprets and uses philosophy.
10. More effective learning of the cognitive material.

ACTIVITIES
Individualized instruction is the keynote. Within the framework of the course each student will pursue subjects and ideas geared to his own way of learning and his own interests. Students who are not verbally oriented may find the seminar difficult but will find that by effective listening they can gain satisfaction. Involvement with other students, and the teacher, in experiences that foster mutual respect and trust as well as ability in verbal skills and development of logical argument, are the all pervading course direction. Students will be expected to read widely in material of their own choosing that is relevant to the course.

ENGLISH: Literature; That's What You Think

MEMORANDUM FOR STUDENTS

SUBJECT: Learning Processes

Responsibility for your own cognitive and affective learning is a prerequisite for this course. This means that you will be expected to involve yourself in the class in an intellectual way as well as an emotional way and to take responsibility for what you do and what you do not do. What follows in this memorandum is a list of learning processes that can be of value to your understanding of your learning and 1 your contribution to our studies and learning.

Required Work

The writing of a series of letters is the one required assignment for this course. The number of letters is up to you but there should be at least one for each week of the course. They are to be written to someone you know or imagine, reporting news about our class, and discussing the ideas that develop in class. They are to be written in the first person and to be as lively as possible.

Optional Work

Research Paper. An original research paper based upon a topic of your choice that is applicable to our course.

Term Paper. A look at a problem in our field of study with documentation and bibliography.

Reading. Read extensively in the field of our studies and prepare book reports on all readings.

Discussion. Prepare discussion topics and questions and arrange them for presentation to the group.

Debates. Formal and semiformal debates may be arranged and presented to the group.

Oral Reports. Read article of your choice to the class or make an oral report on any applicable subject.

Drama. Prepare a play or television script and arrange for its presentation to the group.

Art. Paintings, drawings, ceramics, anything in the field of art with accompanying explanation.

Writing. Writing may take any form but its contents should be appropriate to the fields of philosophy and literature.

Homestudy. Appropriate work to our studies will be suggested each week for your consideration.

Costumes. Dress up as a person of literature and/or philosophy and come prepared to tell us about yourself.

Grading and Tests

Grading. There is no curve. Your grade will be decided by the two of us in consultation.

Tests. Several tests will be given during the course. These tests are designed for your evaluation and thought.

ENGLISH: Literature: That's What You Think

MEMORANDUM FOR TEACHERS

SUBJECT: Application of the Course of Study

This course is designed to introduce the subject of philosophy and literature, to train students in the verbal skills, and to apply what is learned to their lives. It is hoped that any teacher using the course has had extensive training in the group processes as well as training in the field of drama and has been teaching several years. In this course the teacher acts as a guide and consultant and relies on the students to carry the major responsibility for their own learning. However, the teacher must be constantly aware of what is happening with each student. The emphasis in the course is on self-responsibility, that is, ability to respond intellectually and emotionally to any situation in such a way as to increase the benefit to self and to others.

Course Outline and Memorandum For Students. Give each student a copy for perusal and continuing information.

Course Title. Review with the students the meaning and application of the title to the course. (Repeat each week)

Background Text. Each student is encouraged to read at their own speed, as much as they can, for enrichment.

Suggested Reading. Interesting or provocative material that can add to an understanding of our field of study.

Title. The general title for the proposed events of the week. It is a method of division of work.

Thesis: A statement of a general goal of the course or of some particular week of study or just an idea.

Homestudy. Suggested topics or researches that the student can undertake outside of classtime.

Roman Numeral Divisions. Each one represents one period of work. Five represent one normal school week.

Appendix A. Notes on experiences, teaching techniques, and suggestions for application of this course.

Appendix B. Outlines of verbal exercises to be used in conjunction with this course.

Appendix C. Tests.

Appendix D. Critiques.

Reponsibility is the recurrent theme throughout the course. It is not meant as a proscriptive term, nor in the sense of "owing" someone something, but rather is an indication of the overriding purpose of the course - responsibility (ability to respond) to one's self, one's learning, one's life.

The tests are not intended to find out "what the student knows" as a result of his studies. They are meant to tie concepts together, to enhance the ongoing learning situation, and to provoke further thought and question. Grading is accomplished on an individual basis in consultation with the student and is based on the total experience of the student in the class. In this sense attendance, participation, and tests are of equal value to other factors in the decisions.

COURSE OUTLINE (1st Week)(See Note 1)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature.
Suggested Reading: Robert G. Olson, A Short Introduction to Philosophy.
This WEEK
Title: The Love of Wisdom and Life
Thesis: A concern for values is shared by philosophers and creative writers alike.
Homestudy: Write me a letter talking to me about philosphy, literature, and values.

I Introduction (See Note 2)
- A. Philosophy means "love of wisdom."
- B. Creative writers effectively express values in concrete terms; the philosopher in the abstract.
- C. Experiences: (See Note 3)
  1. Read the Memorandum For Students.
  2. Preparation of Folders. (See Note 4)
  3. Distribution of textbooks.
  4. General discussion of course outline and topics.

II Epistemology: Theory of Knowledge
- A. The Epistemologist asks three major questions:
  1. What are the principal grounds of knowledge?
  2. How certain can we properly be of what we think we know?
  3. Are there limits beyond which we cannot reasonably hope to extend knowledge?
- B. Experiences:
  1. General discussion of topics.
  2. Partner discussion and writing of the three topics. (See Note 5)
  3. Group evaluation and discussion.

III Metaphysics: The Study of Being
- A. Three metaphysical problems:
  1. The totality of what exists is a completely unified system. But is this true?
  2. Are mind and matter two radically different kinds of things?
  3. Does God exist? If so, does he dwell in nature or is he separate from nature?
- B. Experiences:
  1. General discussion of topics.
  2. Selfselection and Commitment. (See Note 6)
  3. Group evaluation and discussion.

IV Literature and Civilization
- A. Language is the means of most human relationships.
- B. Literature is the collection of the best uses of language.
- C. Literature has always been a great teacher.
- D. Experiences:
  1. General discussion of topics.
  2. Selfenlightenment. (See Note 7)
  3. Group discussion and evaluation.

ENGLISH: That's What You Think (Literature and Philosophy)

V The Stuff of Literature
- A. True literature appeals to people because of the beauty of the language and the rightness of the thoughts.
- B. It is best described by the French word belles-lettres, which means simply "beautiful writing."
- C. Experiences:
  1. General discussion of the topics.
  2. General discussion of the week's works.
  3. Planning for next week's work.
  4. Unfinished business. (See Note 8)
  5. Resentments, Demands, and Appreciations. (See Note 9)

COURSE OUTLINE (2d Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature.
Suggested Reading: E. R. Emmet, Learning To Philosophize.
THIS WEEK
Title: The Truth Shall Set You Free
Thesis: Truth is a proposition that is worthy of belief.
Homestudy: Write me a letter telling me how a person can be true to himself(herself).

VI The Nature of Truth (Plato: The Allegory of the Den)
- A. Most of us are the victims of illusion in so far as we can recognize the truth.
- B. One can believe that something is true when it is really only a reflection of the truth.
- C. Experiences:
  1. General discussion of the topics.
  2. General discussion of the course outline.
  3. Assignment of Pair Partners. (See Note 10)
  4. The Fishbowl. (See Appendix B, Verbal Exercise 1)
     a. How are people "imprisoned" in modern life?
     b. How do we confuse "shadows" with "reality."

VII From Skepticism to Conviction (Rene Descartes)
- A. Nothing can be esteemed as true unless there is nothing in the world that is certain.
- B. If I think that all things are false what is the "I" I am talking about?
- C. Experiences:
  1. General discussion of the topics.
  2. The Fishbowl. (Appendix B, VE 1)
  3. Questions: (See Note 11)
     a. Who am I?
     b. What am I?
     c. Fraud and deception proceed from some defect.
  4. Group discussion and evaluation.

VIII Individual Quests (See Note 12)

ENGLISH: That's What You Think (Literature and Philosophy)

IX Belief (William James)
- A. We arrive at truth primarily by making logical connections, by reasoning.
- B. Science can tell us what exists but our emotional natures to decide the worth of that existence.
- C. Experiences:
  1. General discussion of the topics.
  2. The Fishbowl. (See Appendix B, VE 1)
     a. How are you trained to believe what you do?
     b. How do you make choices?
  3. General discussion and evaluation.

X The Bet (Anton P. Chekhov)
- A. Capital punishment is more moral and more humane than life imprisonment.
- B. Imprisonment of the soul and the person is more inhumane than physical imprisonment.
- C. What "truths" are there in human life?
- D. Experiences:
  1. General discussion of the topics.
  2. General discussion of the week's work.
  3. Planning for next week's work.
  4. Unfinished business.
  5. Resentments, Demands, and Appreciations.

COURSE OUTLINE (3d Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature.
Suggested Reading: William W. West, On Writing, By Writers.
THIS WEEK
Title: Bring Truth To Light
Thesis: Truth is worth the search
Homestudy: Write me a letter about your initiation into some aspect of the adult world.

XI When I Heard The Learned Astronomer (Walt Whitman)
- A. Man has paid a price for the advancement of the sciences.
- B. Man has made a religion of science.
- C. Truth may lie in looking at the stars.
- D. Experiences:
  1. General discussion of course outline and topics.
  2. Speaker-Respondent Exercise. (See Appendix B, Verbal Exercise 2)
  3. General discussion and evaluation.

XII Golly, How Truth Will Out! (Ogden Nash)
- A. If a person speaks nothing but truthful words thoughts are left without protection.
- B. We mean what we say when we say it but what we say is most often not what we mean. Yes? No?
- C. Experiences:
  1. General discussion of topics.
  2. Speaker-Respondent Exercise.

ENGLISH: That's What You Think (Literature and Philosophy)

3. Yes-No Game (See Note 13)
4. Discussion and evaluation

XIII Examination and Evaluation
A. Examination (See Test 1)
B. Discussion and evaluation

XIV By The Waters Of Babylon (Stephen Vincent Benet)
A. My hunger for knowledge burned in me - there was so much that I could not understand.
B. It is better that truth should come little by little. In the old days they ate knowledge too fast.
C. Experiences:
1. Discussion of topics
2. Speaker-Respondent Exercise
3. Discussion and evaluation

XV The Bear (William Faulkner)
A. The greater part of valor and pleasure is to not destroy what you have pursued.
B. It is the searching for, rather than the gaining, that is truth.
C. Experiences:
1. Discussion of topics
2. Discussion of the week's work
3. Planning for next week's work
4. Unfinished business
5. Resentments, Demands, and Appreciations

COURSE OUTLINE (4th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature)
Suggested Reading: Edmond Rostand, Cyrano de Bergerac
THIS WEEK
Title: Beauty
Thesis: Beauty Is The Beast
Homestudy: Write me a letter talking to me about the subject of beauty and what it means to you.

XVI What Is Art? (Leo Tolstoy)
A. When we infect others so that they can experience what we experience, that is art.
B. Art, he says, is a way of bringing about union among people, a wanting to be together.
C. Experiences:
1. Discussion of course outline and topics
2. Learning New Roles (App B, Verbal Exercise 3)
3. Discussion and evaluation

XVII Art As Pleasure (George Santayana)
A. The world of values is the world of experience and not the world we intellectualize.
B. Beauty is best understood as being the embodiment of pleasure.

ENGLISH: That's What You Think (Literature and Philosophy)

C. Experiences:
1. Discussion of topics
2. Discussion roles
3. Discussion and evaluation

XVIII Individual Quests

XIX The Totality of Art (John Dewey)
A. The limits of art are only the limits that are set by the material.
B. When we become a part of the artistic experience it is an expansion of ourselves.
C. Experiences:
1. Discussion of topics.
2. Learning new roles
3. Discussion and evaluation

XX The Birthmark (Nathaniel Hawthorne)
A. There was a mark on her face, a crimson stain upon the snow, that marked her beauty.
B. The impressive moral that Hawthorne may have had in mind is that beauty also has its beast.
C. Experiences:
1. Discussion of topics
2. Discussion of the week's work
3. Planning for next week's work
4. Unfinished business
5. Resentments, Demands, and Appreciations

COURSE OUTLINE (5th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature
Suggested Reading: Antoine De Saint-Exupery, Wind, Sand and Stars
THIS WEEK
Title: Beauty Is Empathy
Thesis: Beauty is in the eye of the beholder
Homestudy: Write me a letter talking to me about the conflicts that must exist before beauty begins.

XXI Mac's Masterpiece (Frank O'Connor)
A. The early fire of genius can become ground down until it is as routine as the day.
B. Beauty is in the caring. I care passionately and therefore I move to your will.
C. Experiences:
1. Discussion of course outline and topics
2. The Mural (See Appendix B, Exercise 4)
3. Discussion and evaluation

XXII I Died For Beauty (Emily Dickinson)
A. Beauty and truth are one. For if it is beautiful, then it must be true.
B. Beauty and truth can be obliterated by the unseeing and the unthinking and the uncaring.

ENGLISH: That's What You Think (Literature and Philosophy)

C. Experiences:
1. Discussion of poem and topics
2. The Mural
3. Discussion and evaluation

XXIII Individual Quests

XXIV Spring Night (Sara Teasdale)
A. Beauty comes when the common place is enveloped by the fog and the mystery of night.
B. If I enjoy the beautiful with all my soul why do I still cry after love?
C. Experiences:
1. Discussion of poem and topics
2. The Mural
3. Discussion and evaluation

XXV Examination and Evaluation
A. Examination (See Test 2)
B. Discussion and evaluation

COURSE OUTLINE (6th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature
Suggested Reading: Robert Bolt, A Man For All Seasons
THIS WEEK
Title: Goodness
Thesis: Man has always wished to be good
Homestudy: Write me a letter telling about the goodness in your

XXVI Pleasure and Happiness (Aristotle)
A. The good for any human lies in the full development of the physical and mental endowment it has received.
B. Happiness will come to the individual whose activities represent the "best part" of his nature.
C. Experiences:
1. Discussion of course outline and topics
2. Perceiving and Listening (See Appendix B, Exercise 5)
3. Discussion and evaluation

XXVII A Good Will And Duty (Immanuel Kant)
A. One must treat everyone as an end in himself and never as a means to one's own end.
B. One can act "in accord with duty" or "because of duty." One is free will, the other is forced.
C. Experiences:
1. Discussion of topics
2. Perceiving and Listening
3. Discussion and evaluation

XXVIII Individual Quests

ENGLISH: That's What You Think (Literature and Philosophy) - ?

XXIX Fundamental Relations: I-Thou versus I-It (Martin Buber)
- A. In order for a thing to be relevant it must involve a sustained, meaningful relationship between the I (you) and Thou (another).
- B. The I-It relationship signifies the turning of a personal thing into an abstract or intellectualized relationship.
- C. Experiences:
  1. Discussion of topics.
  2. The I-Thou Game. (See Note 14)
  3. Perceiving and Listening
  4. Discussion and evaluation

XXX The Leader of the People (John Steinbeck)
- A. There is an ever recurring difficulty of different generations communicating with one another.
- B. "Lots of times," Carl said cruelly. But, is it cruelty when the intent is for good?
- C. Experiences:
  1. Discussion of topics
  2. Discussion of the week's work
  3. Planning for next week's work
  4. Unfinished business
  5. Resentments, Demands, and Appreciations

COURSE OUTLINE (7th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature
Suggested Reading: Erich Fromm, The Art of Loving
THIS WEEK
Title: Thou Art Good
Thesis: If there is a meaning and an object in life, it is not our happiness but the chance to do good with others.
Homestudy: Write me a letter talking to me about goodness and the so-called "generation gap."

XXXI A Simple Heart (Gustave Flaubert)
- A. Felicite - whose intelligence was so limited - could not tell why they were laughing.
- B. Her heart grew softer as time went by.
- C. She spent her life looking for a love and never knew she was looking.
- D. Experiences:
  1. Evoking by Listening (See Appendix B, Verbal Exercise 6)
  2. Discussion of course outline and topics
  3. Discussion and evaluation

XXXII Ulysses (Alfred, Lord Tennyson)
- A. The life of the bureaucratic king who waits on others and know not me, is not for me.
- B. "He works his work, I mine."
- C. We are made weak by time and fate but good will and hard will keeps us from yielding.

ENGLISH: That's What You Think (Literature and Philsophy)

D. Experiences:
1. Discussion of topics and poem
2. Evoking By Listening
3. Discussion and evaluation

XXXIII Individual Quests

XXXIV Brahma (Ralph Waldo Emerson)
A. Brahma transcends space and time and thus negates all opposites ("Shadow and sunlight are the same").
B. The poem represents the core of Hinduism's religion and philosophy. We are all, everything, one.
C. Experiences:
1. Discussion of topics and poem
2. Evoking by Listening
3. Discussion and evaluation

XXXV Blindman's Buff (Peter Viereck)
A. "But lovers think of death and touch each other As if to prove that love is still alive."
B. Each of us wears symbolic eye patches that blind us to what we face - but the animal lives each breath as if it were life and death.
C. Experiences:
1. Discussion of topics
2. Disucssion and evaluation of the week
3. Planning for next week's work
4. Unfinished business
5. Resentments, Demands, and Appreciations

COURSE OUTLINE (8th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature
Suggested Reading: Herbert Fingarette, On Responsibility
THIS WEEK
Title: Commitment
Thesis: Commitment is a superior capacity to commit yourself to appurpose fully believed in.
Homestudy: Write me a letter talking to me about your commitments or what it means not to commit yourself (or can you?).

XXXVI Existentialism (Jean-Paul Sartre)
A. Each person is free to fulfill the degree of being man of which he is capable.
B. "Existence precedes essence" says Sartre, and each of us must meet our fate through our own efforts.
C. Experiences:
1. Discussion of course outline and topics
2. Responding to Contributions (See Appendix B, Verbal Exercise 7)
3. Discussion and evaluation

ENGLISH: That's What You Think (Literature and Philosophy)

XXXVII Existentialism (Jean-Paul Sartre)
A."Man is nothing else but what he makes of himself." You are responsible for what you do and do not do.
B "A man is involved in life, leaves his impress on it, and outside of that there is nothing."
C Experiences:
1 Discussion of topics
2 Responding to Contributions
3 Discussion and evaluation

XXXVIII Examination and Evaluation
A Examination (See Test 3)
B Discussion and evaluation

XXXIX Man Against Darkness (W. T. Stace)
A."To ask any question about why things are thus, or what purpose their being so serves, is to ask a senseless question, because they serve no purpose at all."
B We must face the truth of such a meaningless universe if man is to become - on his own - more than animal.
C Experiences:
1 Discussion of topics
2 Responding to Contributions
3 Discussion and evaluation

XL Reinhold Niebuhr, The Christian Commitment
A The traditions of Chrisitianity should be accepted for their symbolic truth rather than literal truth.
B Faith alone can point to deeper meaning and bridge the gap from death of old to birth of new.
C Experiences:
1 Discussion of topics
2 Evaluation of the week's work
3 Unfinished business
4 Planning for next week's work
5 Resentments, Demands, and Appreciations

COURSE OUTLINE (9th Week)
English: That's What You Think (Literature and Philosophy)
Background Text: Cameron Thompson, Philosophy and Literature
Suggested Reading: Henry David Thoreau, Walden
THIS WEEK
Title: I Have A Dream
Thesis: We are free to choose. The question is: How and What do we choose?
Homestudy: Write me a letter talking to me about you and literature and philosophy and me and us.

XLI Heart of Darkness (Joseph Conrad)
A. The most you can hope from life is some knowledge of yourself.
B. Man is confronted, constantly, with the nightmare of choice in all things. Commitment makes the choice easier.

ENGLISH: That's What You Think (Literature and Philosophy)

C. Experiences:
1. Discussion of course outline and topics
2. Critique No. 1 (See Appendix D)
3. Defining What We Mean (See Appendix B, Verbal Exercise 8)
4. Discussion and evaluation

XLII Antigone (Sophocles)
A. What do you do when the laws of the state conflict with the conscience of the person?
B. Which takes precedence, law or conscience?
C. What do you do when a law is too harsh or unjust?
D. Experiences:
1. Discussion of topics
2. Critique No. 2 (See Appendix D)
3. Defining What We Mean
4. Discussion and evaluation

XLIII The Skin Of Our Teeth (Thornton Wilder)
A. The technological advances of man have outsped the advance of reason or morality.
B. Whatever happens in this world man must keep trying and must keep committed. "The end of this play isn't written yet."
C. Experiences:
1. Discussion of topics
2. Critique No. 3 (See Appendix D)
3. Defining What We Mean
4. Discussion and evaluation

XLIV The Prophet (Kahlil Gibran)
A. Reason, ruling alone, is a confining force and emotion, by itself, is a flame of self-destruction.
B. Each are part of the whole and one should rest in reason and move in passion.
C. Experiences:
1. Discussion of topics
2. Discussion of critiques
3. Self-Enlightenment (See Note 15)
4. Ending Partner Contracts (See Note 16)
5. Discussion and evaluation

XLV Literature and Philosophy
A. In every work of literature there is a system of values such as truth, beauty, goodness, commitment.
B. In each of us there is a system that parallels all that we experience in literature.
C. Experiences:
1. Discussion of topics
2. Discussion of the course work
3. Unfinished business
4. Resentments, Demands, and Appreciations
5. Forming New Rings (See Note 17)

ENGLISH: That's What You Think (Literature and Philosophy)

APPENDIX A: Notes on experiences, teaching techniques, and suggestinns for application of this course.

1. Course Outline. The outline is made up in nine sections each representing one week's work. At the begining of each week discusswith your friends the outline and the meaning of the concepts - as you see them - and wait for the reactions.

2. Headings And Subheadings. Each Roman Numeral represents one period's work. Recommend putting the number, headings and subheadings, on the chalkboard before class. I sometimes put other numbers in between the headings and invited the students to enter their own reactions.

3. Experiences. These are learning activities that expand, illustrate, facilitate, or indicate what direction the lesson might take. Might is underlined for two reasons. (1) They are never mandatory. (2) If the sense of the class is to do something else with the course or ideas then flow with it and enjoy it. The experiences on a particular day can be carried forward to another day and/or dropped. I don't see any single individual lesson as so important that it can't be dropped entirely if the class is moving in another direction.

4. Preparation of Folders. Each student is given a manila folder and asked to put his/her name on it and to decorate it as they please.. The folder is used to hold all their written work (or other things) and your responses to that work. It is a secret file between the student and you. Keep them locked up. Give them to the student at the beginning of the class and pick themuup at the end. Students may put anything in the folders and take anything out but they are not to remove them from class (this is toprevent loss of the folder and its contents). At the end of the course give the folder and its contents to the students to take with them and to keep.

5. Partner Discussion and Writing. Each student writes a small paragraph response to the first question. Then each one finds a partner and in face-to-face conversation discusses and shares their answer with the partner. Then they do the same for the second and third questions but find a different partner for each question's discussion.

6. Selfselection and Committment. Each student is to write the teacher a letter stating:
a. What you think the aims of the class are -------
b. Why you want to join it ----------
Source: Tom Yeomans

7. Selfenlightenment. Each student chooses a partner and they alternate talking and listening to one another for five minute periods. The partner asks the questions and the other answers. The questions are repeated and

7. repeated for the full five minutes in order to keep the partner's interest and thoughts working. The questions are:
   a. Who am I?
   b. What am I?
   c. What is another?
   d. Who are you?

8. Unfinished Business. Any work that has not been finished can be completed now. Also, this time can be used to remind students of any learning processes that are due or to make any appropriate announcements.

9. Resentments, Demands, and Appreciations. Usually, the week will end with this exercise. Teach the students to state any resentments, demands, or appreciations, they have on any subject (but with particular reference to themselves, the course, and you). Remind them that the basic thing is that resentments do not need to make sense. The student states these themes in the following manner:
   a. I resent _____.
   b. I demand _____.
   c. I appreciate _____.
   One should follow the above sequence. It is hard to learn to appreciate a resentment but it is impressive and moving.

10. Assignment of Pair Partners. Take a list of the students and assign each one a pair partner for the course. This person is to be the primary (but not the only) person they will work with during the course. Notice that I said you assign them. That's not all demanding but close to it. For better distribution, working conditions, and getting students to work with people they normally would not work with it, I recommend making up the lists yourself. Be straight out with the students telling them why you are doing it rather than letting them choose. Base your selections first on dividing them so that as many pair partners as possible are made up of girl/boy combinations. Secondly, make sure the races are paired with members of different races. Thirdly, assign shy, withdrawn students with shy, withdrawn students (someone has to talk) and highly verbal students with highly verbal students (someone has to shut up). Lastly, assign them so that as many pair partners as possible can experience different economic levels.

11. Questions. On all the verbal exercises make up a list of questions that you can use that are both intellectual and of personal importance to the person. In the verbal experiences (or at the beginning of class if appropriate) have each student respond to the question before the discussion and argumentation begin.

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12. Individual Quests. On these days the students and the teacher generally decide what it is they want to do with the classtime. The following are some ideas about how this particular time can be used:
    a. Library research, writing, and discussion.
    b. Individual consultations with teachers and students.
    c. Films and other course enrichment activities.
    d. Alone time. Students are asked to be by themselves, somewhere on campus, and to do nothing but sit and think and look. They are to do no work and to talk to no one.

13. Yes-No Game. Ask the students to follow your lead and to act and speak (aloud) as you do. First, shake your head Yes! but aloud say vigorously, No! That is, shake your head up and down while shouting No! out loud. Then change. Shake your head No!. (left to right, right to left, and back again) while vigorously shouting the word Yes! The point is that when we say one thing, and we mean another, we pay ourselves off by becoming more confused and tense both physically and mentally. When we learn what we say and mean what we say, when we are congreent in our approach to life, there is less tension and distress.

14. The I-Thou Game. Each student writes out the following:
    a. I am _____.
    b. You are _____.
    c. Together we _____.
    Then they are read to the class (individually, by those who volunteer to read). Then they sit with their pair partner and each one takes turns saying these sentences to one another. If enough time is available it is appropriate to ask students to act out (improvise) some of these sentences.
    Source: Jean Schleifer.

15. Self Enlightenment. Choose a partner and alternate talking and listening for five minute periods. The partner asks the questions and the other answers. Ask the partner the same question over and over as they try for new and better answers.
    a. Who are you?
    b. What do you pretend?
    c. What makes you cry?
    d. What makes you truly happy?

16. Ending Partner Contracts. See Note 10. Partners review their contracts and make decisions regarding how much of the contract was fulfilled, how it was fulfilled, and how much remains to be done. The contract may now be terminated, changed, or continued, according to the wishes of the partners, so long as it fits the desires of both members of the team. It can be done verbally or in writing.
    Source: Developed from an idea of Stewart Shapiro.

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17. Forming New Rings. Partners hold hands, face each other, and say something sincere about each other. Then they find another couple, form a four person ring, say something sincere about each other, each one in turn. Now the four find another group of four and form a circle of eight, each holding hands. Then each one says something about each other one in the group. Then the groups of eight find another group of eight and form a group of sixteen. Now, as many as possible say something positive about how we were as a group. Then the groups merge to form one huge group. Now each one vows to move out and to form new rings. Then, connected physically in some way and as many as possible, we leave the room.

APPENDIX B: Outlines of verbal exercises to be used in conjunction with this course. The word outline is appropriate in that these are skeletons that can be fleshed out or changed to fit the desires and appropriateness of the situation in which they are used.

Verbal Exercise 1. The Fishbowl.

1. General introduction (at ease development).
2. Divide the pair partners into two groups.
3. One group forms a circle in the room. They are given the subject for discussion or develop their own out of the context of our lesson and/or the group.
4. The group on the outside arrange themselves so that they can see their partner head on. They are to remain silent during the discussion and listen and observe.
5. After a length of time the groups break up and the pair partners feedback with one another. The partner who has been observing gives the person in the circle the benefit of his/her observations.
6. Groups are reversed. Those who were the inner circle now become the outside observers and vice versa.
7. Repeat step 5 above.
8. Full group discussion of the subjects under discussion and how the individuals worked together as a group and how they worked as an individual.

Note: It is appropriate to at times stop the discussion and to have a pair partner feed information as to how he sees and feels his partner in the discussion and to comment on the working arrangement of the inner group as a whole.
Source: This exercise has, probably, a great number of origins but I believe it was first formally used by the NTL laboratories. This version is a particular one I arranged for my own classroom work.

Verbal Exercise 2: Speaker-Respondent Exercise

1. General introduction (at ease development).
2. One partner is designated as the speaker, the other as the respondent.
3. For a period of time the speaker makes his points about

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Verbal Exercise 2 (Cont'd)

the subject(s) under discussion and the respondent only listens.

4. Now, the respondent replies to the speaker saying only those things the speaker has uttered with which he can agree. He is to show understanding of the words spoken by the speaker, and may ask for clarification of any words or phrases that he does not understand.
5. The respondent now becomes the speaker and he says what he wishes to say in reply to the former speaker. At this point he/her/she can state disagreements with what the former speaker said.
6. Now, the respondent replies to the speaker saying only those things the speaker has uttered with which he can agree. He/she is to show understanding of the words spoken by the speaker and may ask for clarification of any words or phrases that he does not understand.
7. Repeat step 5 above.
8. Roles are changed each round, following the outline above, until the matter is settled or the speakers exhausted.
9. Total group discussion and evaluation.

Note: It can be good to first have a demonstration in front of the whole group with one of the pair partners prior to the whole group participating in the exercise.

Source: Adopted from the work of Ted Crawford.

Verbal Exercise 3: Learning New Roles

1. General introduction (at ease development)
2. Teacher explains each of the following helpful roles which a group member can assume at various times during a discussion:
   a. Clarifier
   b. Initiator
   c. Summarizer
   d. Evaluator
3. Give the group a topic to discuss (unless, preferably, they have one of their own) and distribute slips of paper to each group members Of these slips of paper, four of them has one of the roles listed in 2 above. The rest of the slips of paper state simply "Contributing Group Member."
4. Inform the students that they are not to tell anyone which role they have been assigned to play, but to reveal it through their behavior during the discussion. After the discussion, the group tries to guess who played what roles and to talk about ways in which these roles help the group to accomplish their goals.
5. Total group discussion and evaluation.

Note: It is sometimes helpful if two or three of the students in the group move outside the group discussion area and act as "observers." Later, they can give the total group and the special role assignees feedback on how they were in the full group discussion.

Source: From the work of Barbara Dodds Stanford and Gene Stanford as modified by Aaron Hillman.

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Verbal Exercise 4: The Mural

1. General introduction (at ease development). The following is a total group exercise that will take several days. The students should choose their own roles and procedures as they go (don't preplan). The subject is simply Beauty. Give each student a copy of the instructions and let them loose. Enjoy what happens and what does not happen equally. When something doesn't happen all kinds of things happen.
2. Definition. A Mural is a painting, drawing, etc., of a scene, event or incident, or thing. Usually it is designed to fit a particular place and this will in part determine its size or shape. Frieze, for classroom use, is a series of pictures designed to form a band of pictures. Where the mural is essentially one picture showing many things, a frieze is a series of separate pictures of the same size and mounted so that the pictures have continuity.
3. Purpose: Murals help clarify and organize ideas. They provide a basis for group research, discussion, decision and action.
4. Media: Media for murals and friezes should be chosen to fit the needs of the group. Such work may be done in chalk, tempera paint, crayon, butcher paper and water based paints, or what have you. A "pin-on" mural, in which individual efforts are stapled, pinned or pasted on a background is also appropriate.

   ize. The location in the room where it will be displayed, or the use to be made of it, often determines the size of the frieze or mural. Long, narrow murals seem best adapted to sequential type murals - about 2 ft. wide and as long as needed.
6. Planning. Developing a mural or a frieze should come out of the idea you have to put in it. Planning involves participation and should include a careful consideration of the following questions:
   a. What will it show?
   b. What is going to be in it?
   c. What media shall we use?
   d. How large will it be? What will determine the size?
   e. Who is going to work on what? Who will be the leader and/or leaders? What will each group do?
   f. What are we going to keep in mind as far as art is concerned?
      (1) How shall ideas be arranged? (composition)
      (2) What colors shall we use to interpret ideas?
      (3) Where shall we get our ideas?
      (4) Shall we draw dire ly on the mural or should we outline first?
      (5) Where shall we work? Will we need to put newspaper in back or under it while we work?
   g. Do we need a title and captions? What should they say?
7. Notes. a. Discuss ideas with students and help plan but let the students carry the direction and pace.
   b. Select one element which will tie mural together.
   c. Evaluation should be continuous and should be concerned with ways of working as well as what is accomplished.

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Verbal Exercise 5. Perceiving and Listening

1. General introduction (at ease development).
2. Two students are given a question or issue and told to present the two sides. (The question or issue could also come fron another individual or the group as a whole).
3. Three students are then called on to summarize the differences between the two positions.
4. The two students presenting the arguments respond to each of the summarizers as to how they respond to what they said. They also judge which one presented the most accurate summary.
5. Repeat until all students have been called on to summarize.
6. Pair partner feedback.
7. Total group feedback.

Note: It is effective to have the two students presenting the arguments to sit side by side in front of the audience. Then it is good to have the three summarizers sitting side by side in front of the persons doing the arguing and facing them.
Source: Adapted from an exercise developed by Barbara Dodds Stanford and Gene Stanford.

Verbal Exercise 6. Evoking By Listening

1. General introduction (at ease development).
2. Each person writes two direct, clear statements about their interpersonal relations and/or on any subject under consideration. These should be specific, frank, bold statements and not questions. They should avoid statements that are comfortably abstract.
3. Volunteers are asked to read one of their statements to the group.
4. After the first person has read his/her statement, any <u>one</u> person in the group may engage him/her in conversation. The two person conversation should focus on the following: one person expanding on the statement and the other showing understanding. There are a number of ways persons try to show understanding.
   a. Repeatedly asking questions.
   b. Giving advice.
   c. Offering explanations for the problem.
   d. Reflecting back to the individual how he appears to have felt when he/she expressed the statement.
   e. Bringing in one's own similar experiences.
   f. Bringing in one's own similar experiences and related feelings.
   g. Being quiet at times and really trying to know and feel what the other person is talking about.
5. Progress around the group until each person has had a chance to read at least one statement and each person in the group has had a chance to work with that person.
6. Pair partner feedback.
7. Full group discussion and evaluation.

Source: Drawn from the work of Gerald Goodman and adapted to this course by Aaron Hillman.

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Verbal Exercise 7: Responding To Contributions

1. General introduction (at ease development).
2. One student gives another one a question or statement. The second student gives his opinion and explains.
3. The second student chooses a third (and different) student who must then respond to what has been said up to that time.
4. Continue around the group until every person has responded.
5. Pair partner feedback.
6. Full group discussion and evaluation.

Note: The teacher should participate in this exercise. Also, when speaking to another person, each of them should directly look at the other.

Source: Adapted and modified from work of Barbara Dodd Stanford and Gene Stanford by Aaron Hillman.

Verbal Exercise 8: Defining What We Mean

1. General introduction (at ease development).
2. Divide the class into four equal groups.
3. Each group selects one person to get pen and paper and to be the recorder.
4. Give the students a problem to explain and define (or a word) or have them select a problem. The problem must be the same for all four groups.
5. The recorders keep notes of the discussions.
6. Allow the students to work for five minutes, then have the group, except for the recorder, to move counterclockwise to a new recorder. The recorders stay in their places, the groups move.
7. The recorders read or summarize their notes for the new group, then the new group continues the discussion with the recorder continuing to take notes.
8. Continue this procedure until each group moves to each recorder. Allow five minutes for each station.
9. After each group has met with each recorder, the recorders summarize their notes to the group as a whole, each one in turn.
10. Pair partner feedback.
11. Total group discussion and evaluation.

Source: Bob Goodwin.

APPENDIX C: Tests

EXAMINATION AND EVALUATION: Test 1

DIRECTIONS: Do not think too much. Write down the first things that come to your mind.

PART I: Put down the word Truth as the subject of your paper. For ten minutes write down, as fast as you can, everything that comes into your head, using the first words that occur to you and without concerning yourself about grammar, spelling, form, and continuity. This can be a kind of fast notetaking to get down as much as you can of what you think, feel, and

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sense during those fifteen minutes.

PART II: Make a general statement about something you believe and have observed to be true, illustrating by referring to actual events and situations and perhaps also to events and situations you have read about.

PART III: Sit with your pair partner. Discuss with him/her about truth and, if you can permit yourself, read to him/her what you have written. Let your partner respond and take notes of what your pair partner says in response to what you have read to him/her.

PART IV: Concerning your grade: About this class and you
1. Give yourself a grade emotional involvement _____.
2. Give yourself a grade for intellectual gain _____.
3. What is the average of these two grades? _____.

PART V: Comment on anything. Then staple all your work to the back of this test (all work to date) and turn it in.

EXAMINATION AND EVALUATION: Test 2

DIRECTIONS: Follow the test instructions as closely as possible. Be as relaxed as you can.

PART I: Put down the word Beauty as the subject of your paper. For ten minutes write down all the memories that come into your head as a result of looking at that word, as fast as you can, expressing them in whatever way they occur to you. Above all, do not stop writing and do put down anything and the first thing that comes into your mind. If you are blocked and think that you cannot think of anything, then simply write down "I am blocking" and repeat it until you get a new thought.

PART II: Our subject is Beauty. Imagine a character in a certain situation and, inventing his feelings and thoughts, record this interior monologue as he or she would verbalize it to himself or herself.

PART III: Sit with your pair partner. Alternate reading to each other what you have written and then invite your partner to respond to what you have written. Record what your pair partner had to say.

PART IV: Concerning your grade: about this class and you
1. What was the average on Part IV or your last test?_____
2. Give yourself a grade for attendance: _____
3. Give yourself a grade for writing: _____
4. What is the average of these three grades?_____

PART V: Collect all the papers you have written since the beginning of class and staple them to the bottom of this test and turn in the lot.

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EXAMINATION AND EVALUATION: Test 3

DIRECTIONS: Write, and in the writing, enjoy yourself. To hate your writing while you are writing is to influence and hinder your writing.

PART I: The subject is commitment. Put together three or four incidents that you know of or have read of that all seem to show the same thing, that are connected in your mind by the same idea.

PART II: Our subject is commitment. Make up a character whose way of speaking you feel confident you can imitate. Imagine him/her telling something to another person face to face. Write down what he/she says and nothing more. The location of the speaker, the identity of his listener, and the responses of the listener, if any, should come through what the speaker says.

PART III: Sit with your pair partner. Read to your partner what you have written and ask him/her to respond to what you have read. Record what the partner says to you and what you mean to do about it.

PART IV: Concerning your grade: about this class and you
1. What was the average on Part IV of your last test? _____
2. Give yourself a grade for reading _____
3. Give yourself a grade for responsibility _____
4. What is the average of these three grades? _____

PART V: Comment on anything. Then staple all your papers since this course started to the back of this test and turn the whole mess in to me as soon as you wish. If you wish additional time for writing let me know and we will make some sort of arrangements.

APPENDIX D: Critiques

CRITIQUES: Critique No. 1, Student Evaluation of Goals and Objectives of Class.

DIRECTIONS: Put a mark down in front of each one of the following notations as regards your evaulation of the goals and objectives of this class. More than one response may be made to a single notation but only one repponse should be made to each goal or objective. In other words there will be a total of ten marks when you have completed the work.

_____ Deeply involved
_____ Helpful contributor
_____ Comfortable
_____ Responded
_____ Aware
_____ Disinterested, detached
_____ Parasite, no thing
_____ Uncomfortable
_____ On own trip
_____ Indifferent

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GOALS AND OBJECTIVES:

1. Learning about the great philosophers, and interpretations based upon the philosophical view of man.
2. Stimulation of the imagination as a roadway to insight and creativity.
3. Greater capacity to accept responsibility for one's own choices, behavior, and feelings, and to accept responsibility for doing something about things when they are unsatisfactory.
4. How literature and philosophy are applied to the individual's existence.
5. Understanding the connections between literature and philosophy.
6. To develop skills for increased learning readiness and more effective communication.
7. Improving reading, writing, speaking and thinking ability with special emphasis on verbal skills.
8. Increased motivation and response to learning situations.
9. Understanding how literature interprets and uses philosophy.
10. More effective learning of the cognitive material.

COMMENTS:

CRITIQUES: Critique No. 2, Student Evaluation of the Teacher.

DIRECTIONS: Some authority may be essential for leadership and of social organization but its abuse can seriously disturb interpersonal relations. On a scale of 0 to 5, with 0 meaning an absence and with 5 meaning too much, evaluate your teacher as an authority during this quarter course.

_____ Sets up barriers, walls himself off from others more than is necessary.

_____ Uses people as tools, relates to others as if they were instruments to be used in carrying out his will; impersonal, dehumanizing.

_____ No need to check self, acts arbitrarily, sees no need for checking, because he feels he can do no wrong. The validity of his behavior is, for him, self-evident.

_____ Exclusive, sticks to his own level, relates to others in terms of position as teacher, glorifies elite, is condesciending to imaginary subordinates.

_____ Special languages, uses words, abbreviations, labels in special ways, uses organizational slang, circumlocutions, talks around a point.

_____ Eliminates opposition, serious disagreements are not tolerated, demolishes or subjects dissenters, no long range working out of differences.

_____ Pseudo-humility, patronizing and sweet at one time, indifferent at other times.

_____ Rules and conformity, insists on an ever growing body of rules and regulations, emphasizes conventional ways and conformity, tends to avoid the risks of change.

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_____ Dichotomizes, things are right or wrong, yes or no, good or bad, little if any grays, intolerant of ambiguity.

_____ No real relationships with students, selects those who will agree with him even when they don't agree, prefers adulation, seeks out sycophants.

_____ When anxious, gets tough, hard work, cracks down, uses power as a convenient way to deny anxieties, buries self in work, yet not genuinely productive.

_____ Anti-intraceptive, denies softer part of self, feelings in general and things like tenderness, passive needs, psychological processes like defenses, conflict with self, are denied.

COMMENTS:

CRITIQUES: Critique No. 3, Student Evaluation of the Class and of Self as Student

DIRECTIONS: About yourself, philosophy, and literature, enter an X at one of the dash marks between the two poles and then add a sentence of explanation.

1. Deeply involved ... Disinterested
   Detached

   _____ _____ _____ _____ _____ _____ _____

   COMMENT:

2. Helpful Contributor ... Parasite
   No thing

   _____ _____ _____ _____ _____ _____ _____

   COMMENT:

3. Effect on others in group:
   Made others comfortable ... Made others uncomfortable

   _____ _____ _____ _____ _____ _____ _____

   COMMENT:

4. Responded to others ... On his/her own trip

   _____ _____ _____ _____ _____ _____ _____

   COMMENT:

5. Awareness of the feelings of others ... Indifferent

   _____ _____ _____ _____ _____ _____ _____

   COMMENT:

OVERALL, THIS COURSE